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AUTHOR Turner, Mary Jane
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ABSTRACT

Part of the Basic Citizenship Competencies Project, this guide is intended for teachers, supervisors, and curriculum committees. It provides diagnostic guidelines which aid in assessing needs, setting goals, and making systematic judgments about citizenship education programs and materials. The objective of the entire project is to assist in identifying basics, clarifying goals, making assessments, and developing action plans related to citizenship education. This guide is designed to help in making comparisons of citizenship/social studies materials; assessing existing goals, objectives, and classroom instruction; and setting new goals based on inquiry and analysis. Its intent is to clarify by using problem-solving tools. The guide is presented in seven sections. Section I defines the term citizenship. Section II discusses citizenship education and Section III presents seven basic competencies necessary for effective citizenship. Section IV contains a competency checklist for assessing instructional programs and curriculum materials, including a list of four criteria. The section suggests instructions on using the checklist and interpreting the results for teachers, supervisors, and curriculum committees. Section V offers an optional numerical system for scoring the checklist. Sections VI and VII identify alternative strategies for promoting competency learning as well as additional considerations. Two blank checklists are appended. (Author/CK)

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GUIDE TO BASIC CITIZENSHIP COMPETENCIES: RECOMMENDATIONS TO COMPARE CURRICULUM MATERIALS, ASSESS CLASSROOM INSTRUCTION, AND SET GOALS

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by

Mary Jane Turner
Social Science Education Consortium, Inc.

SP 011 970

A project of the
Citizenship Development Program
Mershon Center, Ohio State University

and the

Social Science Education Consortium, Inc.
Boulder, Colorado

This is one of several source documents developed by the Basic Citizenship Competencies Project. This is a joint project of the Mershon Center, The Ohio State University, and the Social Science Education Consortium, Boulder, Colorado. The goal of this project has been to prepare materials that will assist educators, parents and community leaders as they seek to identify basics, clarify goals, make assessments and develop action plans related to citizenship education.

Products developed by the Project are:

Handbook of Basic Citizenship Competencies

Guide to Basic Citizenship Competencies: Recommendations to Compare Curriculum Materials, Assess Classroom Instruction, and set Goals

Principals and Citizenship Education: A Guide for Effective Leadership

The Community and Citizenship: A Guide for Planning and Leadership

Developing your Child's Citizenship Competence: A Parent's Guide

Executive Summary

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Dr. Charlotte Anderson
Assistant Director
Law & Humanities Project
American Bar Association

Dr. Lee Anderson
Professor of Political Science
and Education
Northwestern University

Mr. Urban J. Bear Don't Walk
Attorney-at-Law
Billings, Montana

Dr. Kenneth Benne
Professor Emeritus
Philosophy & Organizational
Development
Boston University

Dr. Donald H. Bragaw
Chief, Instructional Services
The State Department of Education
The University of the State of
New York

Ms. Carolyn Burkhardt
Program Associate
National Center for Research in
Vocational Education

Dr. Janet Eyler
Social Studies Education
George Peabody College

Dr. Carole Hahn
School of Education
Emory University

Ms. Edna Jean Harper
Teacher, Alum Crest
Instructional Center
Columbus, Ohio

Mrs. Carol Kimmel
Immediate Past President
National Parent Teachers Assn.
Rock Island, Illinois

Dr. Roger LaRaus
School District #65
Evanston, Illinois

Mrs. Eva Legarde
Chairperson, ESEA
Advisory Panel for Title I
East Baton Rouge Parish
Baton Rouge, Louisiana

Dr. Evelyn Luckey
Assistant Superintendent
Columbus, Ohio Public Schools

Ms. Charen Martinez
Teacher, Junior High Social Studies
Westminster, Colorado

Dr. John Patrick
Professor of Education
Indiana University

Mr. Martin Shallenberger
Director of Public Affairs
Standard Oil Company

Dr. Roberta Sigel
Department of Political Science
Rutgers University

Dr. Barbara Winston
Associate Professor
Northeastern Illinois University

Professor L. Harmon Zeigler
Center for Educational Policy & Management
University of Oregon

The American Political Science
Association's Committee on Pre-
Collegiate Education

School Principals Group:

Ms. Catherine Crandell
Valleyview Elementary, Columbus, Ohio

Mr. Roger Dumaree
Columbus South High School, Columbus, Ohio

Ms. Catherine M. Feike
Douglas Alternative School, Columbus, Ohio

Mr. Titus A. Saunders, Jr.
Mohawk Junior High School, Columbus, Ohio

Mr. Ronald G. Sroufe
Whetstone High School, Columbus, Ohio

Mr. Curtis A. Smith
Bexley Junior High School, Bexley, Ohio

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GUIDE TO BASIC CITIZENSHIP COMPETENCIES: RECOMMENDATIONS TO COMPARE CURRICULUM MATERIALS, ASSESS INSTRUCTION, AND SET GOALS

The task of educating competent citizens is one of the most important challenges any society or group faces. In America teachers, school administrators, parents, and community leaders have long had a responsibility for making decisions regarding the development, revisions, implementation, and assessment of citizenship education programs and policies.

As American society has grown more complex, citizenship education has become an educational domain marked by increasing diversity in content, goals, and educational methods. As a result, there is a real need to identify what constitutes basic education in citizenship for today's students. And there is a need for diagnostic "tools" or guidelines that can help with assessing needs, setting goals, and making systematic judgments about citizenship education programs and materials.

The *Guide to Basic Citizenship Competencies* is designed to meet such needs. It can help you:

1. *make thoughtful comparisons* across many citizenship education/social studies materials;
2. *assess existing goals, objectives and classroom instruction* in terms of basic citizenship competencies; and
3. *set new goals* based upon your inquiry and analysis.

This *Guide* is not a new curriculum outline. Rather, it contains a set of problem-solving tools that can help you structure your inquiry as you work to identify basics, clarify objectives, make assessments, and develop action plans related to citizenship education. The intent of the *Guide* it not to prescribe one course of study or instructional approach to citizenship education. Instead, it is to use existing knowledge to help bring clarity to an educational domain often characterized by frustrating ambiguity.

The *Guide* is divided into seven sections. We will first define the term citizenship. We will then discuss what we mean by citizenship education and discuss seven basic competencies which all effective citizens should have. The fourth section contains a Competency Checklist with which to assess instructional programs and/or curriculum materials. Four criteria are also provided to assist

you in determining the extent to which you as a professional are satisfied with the quality of what is being assessed. This kind of systematic diagnosis makes it possible to compare the usefulness of different strategies and materials, to assess quality, and, finally, to set new goals and directions. The fifth section contains an optional numerical system for scoring the Checklist. Alternative strategies for promoting competency learning and additional considerations are discussed in the sixth and seventh sections. Two blank Checklists, one to be used without numerical scoring and one to be used with such scoring, are also included at the end of the *Guide*.

What Is Citizenship?

Briefly stated, *citizenship involves the rights, responsibilities, and tasks associated with governing the various groups to which a person belongs*. These groups may include families, churches, labor unions, schools, and private associations as well as cities, states, the nation, and the global system. As members of these groups, young people as well as adults are involved--directly or indirectly, knowingly or unknowingly--in citizenship problems and tasks associated with group governance.

There are several characteristics of the role of citizen which should be understood. These are:

1. Citizenship is exercised by young and old alike and involves a wide range of decisions, judgments, and actions which include more than such adult activities as voting and paying taxes.
2. Citizenship is exercised in relation to governing or managing a group. Thus, while citizenship is an inherent part of human sociability, not all social behavior is citizenship behavior.
3. Citizenship is exercised in relation to many types of groups including but not limited to cities, states, and nations.

As you can see, citizenship is not something that only adults "do." The fact that citizenship involves governance issues in many groups means that citizenship education should do more than simply prepare the young for adult roles. It is possible to identify the rights, responsibilities, and tasks of citizenship that children and adolescents encounter in the course of their relations with parents, teachers, other school personnel, peers, and a wide variety of adults in neighborhood and community settings.

In their daily interactions with peers and adults, youngsters deal with the phenomena, problems, and processes of governance and political life. Rule making, for example, is found when a group of students creates new rules for a social club, a teacher formulates a rule about who can operate audio-visual equipment, or a class reaches an agreement about what behavior will and will not be permitted at its daily meeting. Conflict and its resolution, to take another example, is found in the fight between two children over the possession of a toy, in a playground argument about the rules of a game, or in a dispute between a teacher and a student.

Unfortunately, this immediate dimension of citizenship has not been a chief concern of traditional citizenship instruction. Citizenship and politics are treated as something children can study from a distance and for which they can prepare, but in which they cannot participate until they reach the age of maturity and take on such adult roles as voters, taxpayers, campaign workers, public officials, or candidates for electoral office. However, it should be clear from our discussion that citizenship learning experiences for students should not be confined to experiences associated with governmental institutions at the city, state, and national level.

What Is Citizenship Education?

Citizenship education involves learning and instruction directed to the development of citizen competence. It is providing learning experiences and opportunities to help students develop the basic competencies that will enable them to participate effectively and responsibly in processes of group governance.

What Are Basic Citizenship Competencies?

Basic citizenship competencies are fundamental for exercising citizenship in a complex society. In addition:

1. they are limited in number;
2. they are close to universally relevant in that they are linked to citizenship tasks all individuals--regardless of sex, ethnicity, social class, or other differences--face in some form in the course of daily life;
3. they are generic in that they apply to all of the various domains (family, school, city, state, nation, etc.) in which an individual may exercise citizenship;
4. they should be taught continually across grade levels at increasing levels of sophistication and variety;

5. they are of the greatest value to individuals as they strive to discharge their responsibilities, to preserve their rights, and to protect and pursue their interests as citizens; and

6. they are of value to the society as it seeks to maintain and improve itself.

We have identified a typology of seven citizenship competencies that meet these criteria.

BASIC COMPETENCIES FOR CITIZENSHIP IN A DEMOCRATIC SOCIETY

1. ACQUIRING AND USING INFORMATION: Competence in acquiring and processing information about political situations.

2. ASSESSING INVOLVEMENT: Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

3. MAKING DECISIONS: Competence in making thoughtful decisions regarding group governance and problems of citizenship.

4. MAKING JUDGMENTS: Competence in developing and using standards such as justice, ethics, morality, and practicality to make judgments of people, institutions, policies, and decisions.

5. COMMUNICATING: Competence in communicating ideas to other citizens, decision makers, leaders, and officials.

6. COOPERATING: Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

7. PROMOTING INTERESTS: Competence in working with bureaucratically organized institutions in order to promote and protect one's interests and values.

Three important things should be kept in mind about the basic citizenship competencies described here. First, they must be developed by actual practice and active learning. As with any set of skills, the more opportunities individuals have to practice, reflect upon, and demonstrate their citizenship competencies, the more likely it is they will develop proficiency in them. Second, it should be noted that the seven competencies are interdependent. This means that to some extent proficiency in any one competency is related to proficiency in one or more of the others. Finally, it is necessary for students to understand that in a democratic society, the exercise of the competencies must be constrained and tempered by a commitment to human rights and values.

1. ACQUIRING AND USING INFORMATION: Competence in acquiring and processing information about political situations.

From an early age on all citizens need to acquire and use information about their political environment. This has been a task and responsibility of citizenship from time immemorial. Children, for example, require such competence as they strive to understand why there often are fights on the playground or whether the sixth-grade bullies will be hanging around Elm Street on the way to school. Adolescents may need such competence as they look for groups which may share their interests in ecology or as they seek to apply for work permits. Adults need such competencies when they vote in a referendum on whether to lower property taxes.

Acquiring and using information involves knowing what information is appropriate and where it can be located. In addition, once information is acquired, citizens must decide what to do with it. Which pieces from among the mass that is available is most useful. Do some sources seem better than others? How do the pieces fit? What conclusions can be drawn?

2. ASSESSING INVOLVEMENT: Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

Competence in assessing one's involvement in political situations is important in itself. Some people, while walking through a forest, see nothing. Others perceive the variety of plants, detect growth and decay, observe signs of birds, mammals and insects, and the evolutionary history in the rocks around them. Citizens who can perceive the richness of the political forest around them are more able to protect and promote their interests than citizens who cannot. Such competence can help the individual make choices about when in cost-benefit terms participation is worth the effort. In addition, this competence is often a necessary condition for proficiency in other competencies such as making judgments, acquiring information, and making decisions.

Assessing one's involvement and stake in political situations means (1) identifying consequences for self and others that may stem from political events and conditions and (2) identifying the implications of one's actions, values and beliefs, and feelings for others.

3. MAKING DECISIONS: Competence in making thoughtful decisions regarding group governance and problems of citizenship.

Decision making is an inescapable part of citizenship for young and old alike. Children require decision-making competence when they choose a leader

for a playground game or decide whether or not to break a school rule. Adolescents need decision-making competence when a problem requires them to choose between loyalty to their peers or to their family. Adults need such competence when they choose local, state, and national political leaders.

A decision is a choice among two or more alternatives. It may be an individual task or one that is required in group settings. Citizens must decide what alternatives are available, when it is important to act, what will be the probable consequences of their action, and what goals or values are involved. Over a lifetime citizens face an incredible variety of decisions regarding phenomena, problems, and processes of group governance. These include deciding how to manage or resolve conflicts in the home, on the playground or in the community; selecting leaders; choosing ways to handle the effects of interdependence, such as a gasoline shortage, determining what rules to make, how to allocate benefits, what goals to set, and so on.

4. MAKING JUDGMENTS: Competence in developing and using standards such as justice, ethics, morality and practicality to make judgments of people, institutions, policies, and decisions.

Making judgments is one of the most pervasive tasks of citizenship. Competence in making judgments is required when citizens evaluate whether it was a mistake for the President to veto a new law or students determine that it is unfair for the city to prohibit bike riding on city sidewalks. Such competence is also required when citizens must determine what judgment criteria or standards to use in a situation. Does, for example, one evaluate a court's decisions to permit a neo-Nazi march in terms of individual liberties, public safety, or yet other criteria?

Judgments involve evaluative activity. Judgments are claims about the goodness or badness, the desirability, the appropriateness or inappropriateness of given phenomena. To judge a person, institution, policy, or decisions is to weigh worth in terms of some set of criteria. Criteria are standards or rules for making judgments; they are assertions about qualities, characteristics, or properties, in terms of which a phenomena will be judged. Criteria help individuals evaluate and determine the worth of something.

5. COMMUNICATING: Competence in communicating ideas to other citizens, decision makers, leaders and officials.

Competence in communicating one's ideas to others is an essential part of citizenship in a democracy. Children and adolescents, for example, require such competence when they seek to influence the decisions of their peers or when they participate in school or club activities. Adults may need such competence when they try to influence the decision of a public official or when they need to provide information in order to obtain benefits from or deal with a bureaucracy. Competence in communicating one's ideas is relevant to citizens of all ages when they simply wish to make their opinions known regarding an issue or problem.

Communicating means passing along or transmitting ideas and information to others in either oral or written form. Thus, individuals need to develop language arts skills in order to communicate. They need to be able to present their views about political issues to their friends and neighbors in informal settings. They need to be able to present their views to public officials in public arenas. In addition, presenting ideas and views involves the capacity to construct a sensible argument. The task of communicating information and ideas to political leaders today is increasingly challenging because the scale of society and the complexity of issues has increased.

6. COOPERATING: Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

Competence in cooperating and working with others is required when a student is assigned to a group planning the class picnic. It is also exercised when high school students organize a demonstration in support of a popular teacher who has been dismissed. Similarly, such competence is displayed when a group of adults form a committee to distribute petitions required to get a candidate's name on a ballot in a local election.

Citizenship has to do with groups. It involves the governance of such groups as the family, the school, the work place, and voluntary organizations. Furthermore, participation in the governance of larger groups often occurs through the action of small interest groups, task forces, committees, and so on. The skills and abilities involved in working cooperatively in groups in order to achieve goals range from being able to present ideas; work as either a leader or follower; manage and cope with group conflict; interact with others of different sex, age, race, culture, and ethnicity; to interacting according to democratic values.

7. PROMOTING INTERESTS: Competence in working with bureaucratically organized institutions in order to promote and protect one's interests and values.

A sixth grader registers for the junior soccer program and talks with her friends about who the best coaches are and how to get picked for the teams. A teenager registers with Bureau of Motor Vehicles in order to obtain a driver's license and in the same week, visits a relative's union office to learn how to qualify for college scholarship benefits available from the union. A group of irate homeowners files a complaint with the state insurance commission against a disreputable property insurance company.

Competence in working with bureaucratically organized institutions, whether they are large or small, is exercised in two ways. First, we are often the recipients of the services and products of such groups. Secondly, citizens increasingly look to various government agencies to promote their interests and values. Thus, for example, citizens' groups often must work with consumer agencies as well as large corporations in order to protect their interests.

Competence in working with large and small institutions involves a range of capacities. These are the capacity to identify one's interests and goals in a given situation, the capacity to identify an appropriate influence strategy or tactic, a capacity to use organized groups to support one's interests, a capacity to use legal remedies to protect one's rights and interests, and a capacity to use established grievance procedures within a bureaucracy or organization.

The Competency Checklist

A Competency Checklist directly related to the seven basic citizenship competencies for you to use in examining your own citizenship education program is presented at the end of this *Guide*. This is followed by an *optional* checklist for use with numerical scoring.

For each competency, the Checklist identifies several *capacities* which describe behaviors associated with the competency. The capacities will provide you with a way to think about:

(1) classroom learning experiences that will give students a chance to acquire and practice each competency and

(2) the behaviors that will demonstrate the attainment of some level of proficiency in each competency.

The capacities we have identified are not intended to be totally exhaustive. In fact, you may very quickly identify others which are equally relevant. These could be added to the Checklist.

Using the Checklist

The Checklist has been designed to help teachers and curriculum supervisors examine and compare instructional materials; assess goals, objectives, and classroom instructions; and set new goals. If you are interested in examining instructional materials, you will use the first set of columns marked "Materials." Citizenship competencies and related capacities are listed in the first column. If the textbook or set of materials you are examining includes opportunities for students to learn a capacity, you can indicate this by placing an "X" in the "Yes" column; if not, the "X" should be placed in the "No" column.

If you decide the materials do provide capacity-building learning opportunities, you may move on to criteria in the "Materials" columns. These are criteria for indicating the extent to which you as a professional are satisfied with the quality of the learning opportunities the materials provided. In each case if you believe the learning experiences are satisfactory according to the criterion, indicate it by placing an "X" in the column. If you are not satisfied, leave the column blank. This will allow you to set your own goals for professional development. The criteria for making your judgments are:

> REFLECTION AND DEBRIEFING: *Good citizenship instruction incorporates reflection or debriefing by the learners.* Adequate instruction cannot be said to have taken place unless the student has in some manner considered and thought about the essential meaning or meanings of each learning experience.
>
> PERSONALLY MEANINGFUL: *Good citizenship instruction connects to the experiences of learners so they perceive them as relevant.* This criterion implies that learning experiences should deal with persons, events, and political phenomena that touch students' lives in some immediate or pressing way. This does not mean that students should not be asked to consider phenomena in some remote place or at another point in time. It does mean, at least intially, that relevance may need to be made explicit. As they interact with and practice the gamut of citizenship competencies, students will finally begin to make linkages for themselves.

REINFORCEMENT: *Good citizenship instruction provides for cumulative reinforcement without boring repetition.* Iteration and continued opportunities to practice basic competencies and reflect upon the experiences are sequenced throughout the curriculum, starting at the earliest grade levels and continuing until graduation. For the individual teacher this criterion has a quantity as well as a quality dimension. That is, each teacher has the responsibility of providing a substantial number of learning experiences that build upon what has been taught in earlier grades or form a foundation for what will be included at subsequent levels.

APPLICATION: *Good citizenship instruction encourages active competency learning.* This criterion does not mean, although it does not preclude, that students must participate in events in the "real" world. It does mean, however, that students must be engaged in learning experiences in which they can practice the capacities associated with the citizenship competencies. Practice involves students in applying facts, skills, and values to real or simulated political phenomena and then reflecting upon the meaning of their involvement.

The next column, marked "Goals," may be used to examine either your own instructional objectives or district goals. If no goals are included which relate to the capacities, you may wish to revise or add to them.

The last sets of columns, marked "Instruction," can be used in the same fashion as the "Materials" column. These refer to your own classroom instructional program.

Interpreting the Results

Individual Teachers. The columns of the Checklist marked "Materials" can be used in at least two different ways. You may, for example, wish to examine a single textbook in order to determine how many of the capacities are included in the content. If you discover that many personally meaningful learning opportunities providing for reflection, reinforcement, and application are included, you may decide to use the textbook but to supplement it to include additional capacities. If the textbook seems particularly strong in one or two areas, you might choose to teach those but to rely primarily on other sources.

You can also use the Checklist to compare the quality of several textbooks. You will be able to determine not only which texts are weak and which are strong but the areas in which their strength and weaknesses lay.

The column which refers to "Goals" can be used to assist you in determining whether the citizenship competencies are included among your own or the school district's goals. After you have thought about goals, and have also analyzed your instructional program, you may wish to set new instructional goals for yourself or develop goals statements for your classroom program. Setting instructional goals for yourself might involve deciding to provide students with more opportunities to apply what they have learned. Developing goal statements might involve adding such objectives as "students will develop and apply evaluation criteria."

The last set of columns refers to your own instructional program. These will be most useful in assisting you to diagnose strengths and weaknesses in your own program. They can also be used to periodically reassess your program to see how well new goals are being achieved.

The capacity-building learning opportunities as well as the criteria for assessing instruction and materials provide a way to think about what you are doing to help students become competent civic actors. By using the Checklist your analysis will go beyond "covering" a specific amount of content in the vague hope that students will somehow get the knowledge, skills, and values that research indicates that all students should receive.

As a teacher, you may wish to examine materials; assess goals, objectives, and your instructional program; and set new goals. Such an examination would provide a sequential logic for revamping an entire program.

It is not necessary, however, for you to complete all of these tasks. For example, you can assess your own instructional program without reference to district goals and objectives or you can compare and select curriculum materials without considering a particular course of study. Thoughtful examination of these "pieces" requires that you think about and analyze what you are assessing in terms of citizenship competencies. Thus, each assessment yields information that is useful by itself. It is only when you are setting new goals that it becomes necessary to complete a prior assessment as new goals will be determined by what your assessment reveals.

Supervisors and Curriculum Committees. The columns of the Checklist which refer to instructional materials are particularly useful at textbook adoption time when many textbooks and sets of curriculum material are under consideration. Using a single analysis system means that many persons can be involved in the materials selection tasks. In addition, if all materials regardless of the content area are assessed in terms of the quality of the citizenship learning experiences they provide, it is much more likely that the competencies will be consistently taught and reinforced at all grade levels.

Goal setting for grade levels, schools, or school districts is much like that for individual teachers. Once an assessment has been made, many different kinds of goals can be set.

One school might decide to emphasize citizenship education at four grade levels. A science department might choose to concentrate on Competencies 1, 4 and 5. A school district might wish to provide inservice for all teachers which focuses on ways to structure learning experiences in which students actively practice the citizenship capacities. Another district might involve elementary teachers in improving the quality of their citizenship instruction the first year, junior high school teachers the second year, and senior high school teachers the third year. A district might also decide to assess the quality of district goals and objectives and write new ones to include all of the citizenship competencies.

Schools, grade levels, and school districts can also engage in assessing classroom instruction tasks. Identifying both areas or levels of strengths and weakness is most important for answering the question of why there are differences. If all first grade teachers are succeeding better than are second grade teachers, it may be because the materials used at second grade

are not adequate. The district goals and objectives statement may not emphasize citizenship capacities for the second grade. It may be that the district prefers to focus upon other things in the second grade. This is obviously a decision that a district might choose to make. The importance of careful diagnosis and comparison is that it allows such decisions to be made deliberately and with full knowledge.

Assessing is also relevant because of the insights it can provide about cross-departmental instruction. Most school districts are committed to teaching citizenship at all levels, K-12, and in all departments. Despite this commitment, however, becuase the content of social studies seems to be more intimately related to traditional citizenship goals, major responsibility for citizenship instruction has been assigned to social studies.

Citizenship competencies and capacities transcend content. Thus, there is no reason why every department should not be involved in citizenship instruction. Assessing all departments and comparing progress over time should do much to assure that the entire school is participating in instructional improvement.

Optional: Numerical Scoring of the Checklist

It is possible to use a numerical scoring procedure with the Competency Checklist. This procedure may also be used to compare textbooks and curriculum materials, assess instructional programs, and set goals.

Numerical scores are simply one way to help summarize judgments about the extent to which materials or instruction promote competencies. The scores are derived from subjective, professional judgments about quality. Individual judgments about the extent to which a particular capacity is developed by a textbook or classroom instruction will often vary.

Thus, one should not be led into a false sense of security about the precision of such scores. For example, while there is clearly a significant difference between a score of .25 and .75, there is probably no significant difference between a score of .23 and .27.

Although using numerical scoring has limitations, scores may still serve several useful purposes. Scores can be used to: (1) facilitate comparison, (2) given an indication of the relative strengths and weaknesses of materials or instructional programs, (3) provide a convenient summary of professional judgments, and (4) provide baseline information against which to assess progress and measure attainment of new goals.

To use numerical scoring simply follow these steps.

STEP 1 *Indicating Whether Capacities Are Present or Absent.* You should first indicate whether a capacity is included or not included by placing an "X" in either the "Yes" or "No" column. If you are assessing curriculum materials, these columns are numbers two and three; if you are assessing instructional programs, these columns are numbers nine and ten. See the sample which follows.

COMPETENCIES	MATERIALS								GOALS	INSTRUCTION							REASONS FOR MAKING THIS JUDGMENT
			CRITERIA									CRITERIA					
	Curriculum Materials Do They Include These?		Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application	TOTAL	Your Goals: Are These Included?	Your Instruction: Do You Teach These?		Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application	TOTAL	
	Yes	No							Yes	No						
1. Competence in acquiring and processing information about political situations.																	
1.1 Students have the opportunity to use newspapers and magazines to obtain current information and opinions about issues and problems.	X									X							1.1
1.2 Students have the opportunity to use books, maps, charts, graphs and other sources.	X								X								1.2
1.3 Students have the opportunity to recognize the unique advantages and disadvantages of radio and television as sources of information about issues and problems.		X								X							1.3
1.4 Students have the opportunity to identify and acquire information from public and private sources such as government agencies and community groups.	X								X								1.4
1.5 Students have the opportunity to obtain information from fellow citizens by asking appropriate questions.		X							X								1.5
1.6 Students have the opportunity to evaluate the validity and quality of information.		X								X							1.6
1.7 Students have the opportunity to select, organize and use information collected.	X								X								1.7

STEP 2 *Indicating the Extent of Professional Satisfaction.* After you have decided whether opportunities are provided to learn each of the capacities and finished marking "Yes/No" columns, you are ready to proceed to the next task. This step is more precise because you are asked to indicate the extent to which you as a professional are satisfied with the quality of the particular learning opportunities provided.

Score each of four criterion provided for evaluating learning experiences with a "1" or "0." (Criteria are discussed on pages 9-10.) If, for example, students are provided with opportunities to discuss and think about what they have done, place a "1" in the column of the Competency Checklist marked "Reflection." If such opportunities are not provided, the column is coded "0." This procedure is followed for all four criteria columns and the result is totaled to indicate the extent of your satisfaction with that experience. Four indicates the greatest satisfaction with capacity-building opportunities and "0," the least. When no opportunities are provided and the "No" column is marked "X," all four criteria columns should also be marked "0." Exactly the same procedure is followed whether you are assessing curriculum materials (columns two through seven) or instructional programs (columns nine through fourteen). The example on page 15 is applied to curriculum materials.

STEP 3 *Scoring the Checklist.* Totaling the scores is a simple procedure requiring three computations. First, total the four columns in the Checklist that indicate extent of professional satisfaction with the capacity-building learning opportunities from left to right.

For example, the completed Checklist for Competency 1 in the example indicates that the first capacity-building learning opportunity (1.1) is considered not to provide opportunities for reflection but it is personally meaningful, reinforced, and actively involves students. Thus, the total score for this capacity is "3." The second capacity-building learning opportunity (1.2) is both meaningful to students and reinforced consistently. The total score for this capacity is "2."

After the criteria columns are totaled from left to right to determine professional satisfaction with each capacity, these scores are added together to obtain a Raw Score for the entire competency. This score for the Competency 1 example is 10. In order for the Raw Score to be meaningful, it is necessary to determine what percent of the Total Possible Score it represents. To do this divide the Raw Score by the Total Possible Score. For the Competency 1 example, this figure is $10 \div 28 = .36$.

STEP 4 *Using the Individual Computation Sheet.* The Individual Computation Sheet is the tool with which you can summarize information about all of the competencies and capacities. The boxes across the top of the Computation Sheet refer to Individual Competency Scores. This figure for Competency 1 is .36 percent in the example. You should simply transfer the Total Competency Scores for each competency from the Checklist to the boxes.

STEP 5 *Adjusting the Competence Scores.* The chart at the bottom of the Computation Sheet requires that the Raw Score for each Competency be entered in the first column. After you enter the Raw Score, you should multiply it by an Adjustment Factor so that the scores for each Competency have equal weight. For example, seven capacities are necessary to demonstrate competence in Acquiring Information, three to demonstrate competency in Assessing Involvement, four in Making Decisions, four in Making Judgments, four in Communicating, six in Cooperating, and five in Promoting Interests.

Multiply the Raw Score for each competency by the appropriate Adjustment Factor and enter that figure into the Adjusted Score column. The total of all Adjusted Scores is the Total Adjusted Competence Score.

STEP 6 *The final step* involves converting the Total Adjusted Competence Score to a percentage figure. This is done by dividing the Total Adjusted Competence Score by the Maximum Possible Score which is 84. Adjustment Factors and the Maximum Possible Score are entered on the Individual Computation Sheet for your convenience.

Name: _____

Date: _____

INDIVIDUAL COMPUTATION SHEET

Unit Analyzed: _____

_____

School: _____

INDIVIDUAL COMPETENCE SCORES

1 Acquiring Information	2 Assessing Involvement	3 Making Decisions	4 Developing Judgment Criteria	5 Communi-cating	6 Cooperating W/Others	7 Working w/Institutions
.36	.24	.50	.16	.24	.60	.18

ADJUSTED TOTAL COMPETENCE SCORE

Competency	Raw Score	X	Adjustment Factor	=	Adjusted Score
1	10		.43		4.3
2			1		
3			.75		
4			.75		
5			.75		
6			.50		
7			.60		

TOTAL ADJUSTED COMPETENCE SCORE _____

MAXIMUM POSSIBLE SCORE 84

TOTAL COMPETENCE SCORE [. %]

(____ ÷ 84 = .___%)

Alternative Strategies for Promoting Competency Learning

Basic citizenship competencies must be developed by actual practice and active learning. Illustrative learning experiences for achieving this kind of instruction in classrooms can be found in the *Handbook of Basic Citizenship Competencies*.

It is also possible to provide competence-building learning opportunities by involving students in problems and issues of school and classroom governance. For example, students might participate in decision making related to establishing school and classroom rules.

In addition, it is possible to provide competency learning experiences by involving students in various kinds of community participation activities. Students might acquire information about a community problem and then communicate that information to city council members or distribute literature on behalf of a candidate for office.

Providing learning experiences through involvement in school or community governance requires considerable commitment by faculty and staff. For those who are interested in developing and implementing these approaches excellent rationales and guidelines can be found in:

Benjamin S. Bloom, Human Characteristics and School Learning (New York: McGraw-Hill, 1976).

Robert Dreeben, What Is Learned in School? (Reading, Mass.: Addison-Wesley, 1968).

Phillip Jackson, Life in Classrooms (New York: Holt, Rinehart and Winston, 1968).

National Commission on Resources for Youth, New Roles for Youth in the Schools and the Community (New York: Citation, 1974).

Fred M. Newmann, Education for Citizen Action: Challenge for Secondary Curriculum (Berkeley: McCutchan, 1975).

Fred M. Newmann et al., Skills in Citizen Action: An English-Social Studies Program for Secondary Schools (Skokie, Ill.: National Textbook Co., 1977).

Norman V. Overly, ed., The Unstudied Curriculum (Washington, D.C.: Association for Supervision and Curriculum Development, 1970).

Additional Considerations. The Competency Checklist offers a tool for systematically assessing both citizenship education programs and the quality of instruction in an entire district. The Checklist is simple because it links basic citizenship competencies and related capacities with learning opportunities. The Checklist is practical because many are involved in the appraisal task, each surveying and reporting on that bit of terrain with which they are most familiar. Teachers can improve the quality of their own instruction. Grade levels, schools, and school districts can periodically assess what is going on, set new goals, and measure progress.

Questions of what should be done, by which set of teachers, and when, however, can be answered only after considerable thought. Because the tasks can be organized into so many sequences, organizing a district's efforts may be complex, involving many persons over an extended period of time.

One district, for example, might decide to spend a summer during which time elementary-level social studies teachers would be trained in how to use the Checklist in order to assess the social studies program during the upcoming school year. The next summer these teachers would select new goals and examine materials and approaches for achieving them. Concurrently, junior and senior high school social studies teachers might start the assessment process. In the third year, other departments could be included. During the fourth year, community leaders, parents, and students could be brought together to assist in examining goal statements and to provide input for new goals.

A second district, on the other hand, might prefer to initiate a district-wide dialogue about citizenship education. The *Handbook* and Checklist could be utilized to provide basic definitions as well as insights into the multi dimensional character of citizenship. Teachers, administrators, community leaders, parents, and students could then come together to devise a district-specific action plan.

In sum, it makes sense for teachers to use the Checklist to improve their own courses. For significant educational change to occur--the kind that would assure that students are actually receiving the kind of citizenship education a democracy requires--there needs to be a concerted effort involving the entire community. Administrative support, commitment, and leadership are imperative.

COMPETENCY CHECKLISTS

COMPETENCIES	MATERIALS								GOALS		INSTRUCTION								REASONS FOR MAKING THIS JUDGMENT
	Curriculum Materials Do They Include These?		CRITERIA					TOTAL	Your Goals: Are These Included?		Your Instruction: Do You Teach These?		CRITERIA					TOTAL	
	Yes	No	Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application			Yes	No	Yes	No	Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application			
1. Competence in acquiring and processing information about political situations.																			
1.1 Students have the opportunity to use newspapers and magazines to obtain current information and opinions about issues and problems.																			1.1
1.2 Students have the opportunity to use books, maps, charts, graphs and other sources.																			1.2
1.3 Students have the opportunity to recognize the unique advantages and disadvantages of radio and television as sources of information about issues and problems.																			1.3
1.4 Students have the opportunity to identify and acquire information from public and private sources such as government agencies and community groups.																			1.4
1.5 Students have the opportunity to obtain information from fellow citizens by asking appropriate questions.																			1.5
1.6 Students have the opportunity to evaluate the validity and quality of information.																			1.6
1.7 Students have the opportunity to select, organize and use information collected.																			1.7

COMPETENCIES	MATERIALS								GOALS		INSTRUCTION								REASONS FOR MAKING THIS JUDGMENT
			CRITERIA										CRITERIA						
	Curriculum Materials Do They Include These?		Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application	TOTAL		Your Goals: Are These Included?		Your Instruction: Do You Teach These?		Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application	TOTAL		
	Yes	No									Yes	No							
2. Competence in assessing one's involvement and stake in political situations, issues, decisions and policies.																			
2.1 Students have the opportunity to identify a wide range of implications for an event or condition.																			2.1
2.2 Students have the opportunity to identify ways individual actions and beliefs can produce consequences.																			2.2
2.3 Students have the opportunity to identify their rights and obligations in a given situation.																			2.3

COMPETENCIES	MATERIALS		CRITERIA					GOALS	INSTRUCTION		CRITERIA					REASONS FOR MAKING THIS JUDGMENT
	Curriculum Materials Do They Include These?		Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application	TOTAL	Your Goals: Are These Included?	Your Instruction: Do You Teach These?		Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application	TOTAL	
	Yes	No							Yes	No						
3. Competence in making thoughtful decisions regarding group governance and problems of citizenship.																
3.1 Students have the opportunity to develop realistic alternatives.																3.1
3.2 Students have the opportunity to identify the consequences of alternatives for self and others.																3.2
3.3 Students have the opportunity to determine goals or values involved in a decision.																3.3
3.4 Students have the opportunity to assess the consequences of alternatives based on stated values or goals.																3.4

COMPETENCIES	MATERIALS								GOALS		INSTRUCTION								REASONS FOR MAKING THIS JUDGMENT
			CRITERIA										CRITERIA						
	Curriculum Materials Do They Include These?		Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application	TOTAL		Your Goals: Are These Included?		Your Instruction: Do You Teach These?		Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application	TOTAL	
	Yes	No							Yes	No	Yes	No							
Competence in developing and using standards such as justice, ethics, morality and practicality to make judgments of people, institutions, policies, and decisions.																			
4.1 Students have the opportunity to identify and, if necessary, develop appropriate criteria for making a judgment.																			4.1
4.2 Students have the opportunity to apply the criteria to known facts.																			4.2
4.3 Students have the opportunity to periodically reassess criteria.																			4.3
4.4 Students have the opportunity to recognize that others may apply different criteria to a problem.																			4.4

COMPETENCIES	MATERIALS								GOALS		INSTRUCTION								REASONS FOR MAKING THIS JUDGMENT
			CRITERIA										CRITERIA						
	Curriculum Materials Do They Include These?		Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application	TOTAL		Your Goals: Are These Included?		Your Instruction: Do You Teach These?		Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application	TOTAL		
	Yes	No									Yes	No							
5. Competence in communicating ideas to other citizens, decision makers, leaders and officials.																			
5.1 Students have the opportunity to develop reasons supporting their point of view.																			5.1
5.2 Students have the opportunity to present these viewpoints to friends, neighbors, and acquaintances.																			5.2
5.3 Students have the opportunity to present these viewpoints in writing to public officials, political leaders and to newspapers and magazines.																			5.3
5.4 Students have the opportunity to present these viewpoints at public meetings such as committees, school board meetings, city government sessions, etc.																			5.4

COMPETENCIES	MATERIALS								GOALS		INSTRUCTION								REASONS FOR MAKING THIS JUDGMENT
	Curriculum Materials Do They Include These?		CRITERIA					TOTAL	Your Goals: Are These Included?		Your Instruction: Do You Teach These?		CRITERIA					TOTAL	
			Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application							Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application			
	Yes	No									Yes	No							
6. Competence in cooperating and working with others in groups and organizations to achieve mutual goals.																			
6.1 Students have the opportunity to clearly present their ideas about group tasks and problems.																			6.1
6.2 Students have the opportunity to take various roles in a group.																			6.2
6.3 Students have the opportunity to tolerate ambiguity.																			6.3
6.4 Students have the opportunity to manage or cope with disagreement within the group.																			6.4
6.5 Students have the opportunity to interact with others using democratic principles.																			6.5
6.6 Students have the opportunity to work with others of different race, sex, culture, ethnicity, age and ideology.																			6.6

COMPETENCIES	MATERIALS		CRITERIA					TOTAL	GOALS	INSTRUCTION		CRITERIA				TOTAL	REASONS FOR MAKING THIS JUDGMENT
	Curriculum Materials Do They Include These?		Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application			Your Goals: Are These Included?	Your Instruction: Do You Teach These?		Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application		
	Yes	No								Yes	No						
7. Competence in working with bureaucratically organized institutions in order to promote and protect one's interests and values.																	
7.1 Students have the opportunity to recognize their interests and goals in a given situation.																	7.1
7.2 Students have the opportunity to identify an appropriate strategy for a given situation.																	7.2
7.3 Students have the opportunity to work through organized groups to support their interests.																	7.3
7.4 Students have the opportunity to use legal remedies to protect their rights and interests.																	7.4
7.5 Students have the opportunity to identify and use the established grievance procedures within a bureaucracy or organization.																	7.5

OPTIONAL

COMPETENCY CHECKLIST FOR
NUMERICAL SCORING

COMPETENCIES	MATERIALS								GOALS		INSTRUCTION								REASONS FOR MAKING THIS JUDGMENT
	Curriculum Materials Do They Include These?		CRITERIA: Materials Provide for Reflection & Debriefing	CRITERIA: Materials Are Personally Meaningful	CRITERIA: Materials Provide for Reinforcement	CRITERIA: Materials Provide Application	TOTAL		Your Goals: Are These Included?		Your Instruction: Do You Teach These?		CRITERIA: Instruction Provides for Reflection & Debriefing	CRITERIA: Instruction Is Personally Meaningful	CRITERIA: Instruction Provides for Reinforcement	CRITERIA: Instruction Provides for Application	TOTAL		
	Yes	No									Yes	No							
1. Competence in acquiring and processing information about political situations.																			
1.1 Students have the opportunity to use newspapers and magazines to obtain current information and opinions about issues and problems.																		1.1	
1.2 Students have the opportunity to use books, maps, charts, graphs and other sources.																		1.2	
1.3 Students have the opportunity to recognize the unique advantages and disadvantages of radio and television as sources of information about issues and problems.																		1.3	
1.4 Students have the opportunity to identify and acquire information from public and private sources such as government agencies and community groups.																		1.4	
1.5 Students have the opportunity to obtain information from fellow citizens by asking appropriate questions.																		1.5	
1.6 Students have the opportunity to evaluate the validity and quality of information.																		1.6	
1.7 Students have the opportunity to select, organize and use information collected.																		1.7	

TOTAL 10

TOTAL POSSIBLE SCORE 28

COMPETENCY 1 SCORE .36

(10 ÷ 28 = .36)

COMPETENCIES	MATERIALS		CRITERIA					GOALS		INSTRUCTION		CRITERIA					REASONS FOR MAKING THIS JUDGMENT
	Curriculum Materials Do They Include These?		Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application	TOTAL	Your Goals: Are These Included?		Your Instruction: Do You Teach These?		Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application	TOTAL	
	Yes	No								Yes	No						
2. Competence in assessing one's involvement and stake in political situations, issues, decisions and policies.																	
2.1 Students have the opportunity to identify a wide range of implications for an event or condition.																	2.1
2.2 Students have the opportunity to identify ways individual actions and beliefs can produce consequences.																	2.2
2.3 Students have the opportunity to identify their rights and obligations in a given situation.																	2.3

TOTAL _____

TOTAL POSSIBLE SCORE 12

COMPETENCY 2 SCORE [.]

(___ ÷ 12 = .)

COMPETENCIES	MATERIALS								GOALS		INSTRUCTION							REASONS FOR MAKING THIS JUDGMENT
	Curriculum Materials Do They Include These?		CRITERIA					TOTAL	Your Goals: Are These Included?		Your Instruction: Do You Teach These?		CRITERIA				TOTAL	
	Yes	No	Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application			Yes	No	Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application			
3. Competence in making thoughtful decisions regarding group governance and problems of citizenship.																		
3.1 Students have the opportunity to develop realistic alternatives.																		3.1
3.2 Students have the opportunity to identify the consequences of alternatives for self and others.																		3.2
3.3 Students have the opportunity to determine goals or values involved in a decision.																		3.3
3.4 Students have the opportunity to assess the consequences of alternatives based on stated values or goals.																		3.4

TOTAL _____

TOTAL POSSIBLE SCORE 16

COMPETENCY 3 SCORE [.]

(___ ÷ 16 = . ___)

COMPETENCIES	MATERIALS								GOALS			INSTRUCTION								REASONS FOR MAKING THIS JUDGMENT
			CRITERIA											CRITERIA						
	Curriculum Materials Do They Include These?		Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application	TOTAL		Your Goals: Are These Included?			Your Instruction: Do You Teach These?		Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application	TOTAL	
	Yes	No										Yes	No							
Competence in developing and using standards such as justice, ethics, morality and practicality to make judgments of people, institutions, policies, and decisions.																				
4.1 Students have the opportunity to identify and, if necessary, develop appropriate criteria for making a judgment.																				4.1
4.2 Students have the opportunity to apply the criteria to known facts.																				4.2
4.3 Students have the opportunity to periodically reassess criteria.																				4.3
4.4 Students have the opportunity to recognize that others may apply different criteria to a problem.																				4.4

TOTAL _____

TOTAL POSSIBLE SCORE 16

COMPETENCY 4 SCORE [.]

(___ ÷ 16 = .)

COMPETENCIES	MATERIALS		CRITERIA					TOTAL	GOALS		INSTRUCTION		CRITERIA				TOTAL	REASONS FOR MAKING THIS JUDGMENT
	Curriculum Materials Do They Include These?		Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application			Your Goals: Are These Included?		Your Instruction: Do You Teach These?		Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application		
	Yes	No									Yes	No						
5. Competence in communicating ideas to other citizens, decision makers, leaders and officials.																		
5.1 Students have the opportunity to develop reasons supporting their point of view.																		5.1
5.2 Students have the opportunity to present these viewpoints to friends, neighbors, and acquaintances.																		5.2
5.3 Students have the opportunity to present these viewpoints in writing to public officials, political leaders and to newspapers and magazines.																		5.3
5.4 Students have the opportunity to present these viewpoints at public meetings such as committees, school board meetings, city government sessions, etc.																		5.4

TOTAL _____

TOTAL POSSIBLE SCORE 16

COMPETENCY 5 SCORE [.]

(___ ÷ 16 = . ___)

COMPETENCIES	MATERIALS								GOALS		INSTRUCTION								REASONS FOR MAKING THIS JUDGEMENT
			CRITERIA										CRITERIA						
	Curriculum Materials Do They Include These?		Materials Provide for Reflection & Debriefing	Materials are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application	TOTAL		Your Goals: Are These Included?		Your Instruction: Do You Teach These?		Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application	TOTAL		
	Yes	No									Yes	No							
6. Competence in cooperating and working with others in groups and organizations to achieve mutual goals.																			
6.1 Students have the opportunity to clearly present their ideas about group tasks and problems.																			6.1
6.2 Students have the opportunity to take various roles in a group.																			6.2
6.3 Students have the opportunity to tolerate ambiguity.																			6.3
6.4 Students have the opportunity to manage or cope with disagreement within the group.																			6.4
6.5 Students have the opportunity to interact with others using democratic principles.																			6.5
6.6 Students have the opportunity to work with others of different race, sex, culture, ethnicity, age and ideology.																			6.6

TOTAL _____

TOTAL POSSIBLE SCORE 24

COMPETENCY 6 SCORE (___ ÷ 24 = . ___) . ___ %

COMPETENCIES	MATERIALS								GOALS		INSTRUCTION								REASONS FOR MAKING THIS JUDGMENT
	Curriculum Materials Do They Include These?		CRITERIA					TOTAL	Your Goals: Are These Included?		Your Instruction: Do You Teach These?		CRITERIA					TOTAL	
	Yes	No	Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application			Yes	No	Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application				
7. Competence in working with bureaucratically organized institutions in order to promote and protect one's interests and values.																			
7.1 Students have the opportunity to recognize their interests and goals in a given situation.																			7.1
7.2 Students have the opportunity to identify an appropriate strategy for a given situation.																			7.2
7.3 Students have the opportunity to work through organized groups to support their interests.																			7.3
7.4 Students have the opportunity to use legal remedies to protect their rights and interests.																			7.4
7.5 Students have the opportunity to identify and use the established grievance procedures within a bureaucracy or organization.																			7.5

TOTAL _____

TOTAL POSSIBLE SCORE 20

COMPETENCY 7 SCORE [.]

(___ ÷ 20 = . ___)

Name: _____

Date: _____

INDIVIDUAL COMPUTATION SHEET

Unit Analyzed: _____

_____

School: _____

INDIVIDUAL COMPETENCE SCORES

1 Acquiring Information	2 Assessing Involvement	3 Making Decisions	4 Developing Judgment Criteria	5 Communi-cating	6 Cooperating W/Others	7 Working w/Institutions

ADJUSTED TOTAL COMPETENCE SCORE

Competency	Raw Score	X	Adjustment Factor	=	Adjusted Score
1			.43		
2			1		
3			.75		
4			.75		
5			.75		
6			.50		
7			.60		

TOTAL ADJUSTED COMPETENCE SCORE _____

MAXIMUM POSSIBLE SCORE 84

TOTAL COMPETENCE SCORE [. %]

(____ ÷ 84 = .____%)